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Devoted to The
High-School-College
Entrance
Scholarship Fund

THE NEW YORK LATIN LEAFLET

Give Good Ideas
a Chance,
Come Whence
They May

Vol. 1

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No. 2

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Published weekly during the school year by an Editorial Committee of classical teachers from the high schools in New York City.

The internal purpose of this publication is to provide a Clearing House for secondary classical teachers in New York and vicinity or anywhere else; to afford an opportunity to younger classical scholars anywhere for the publication of their more modest endeavors along the lines of original work, which might not otherwise see the light; to stimulate the teaching and quicken the student activity in the classical work in the high schools of Greater New York. The external purpose is to establish one or more College-entrance-scholarships for the most successful graduates from high schools in New York City, to be awarded on a competitive examination. The proceeds over and above expenses will be devoted to a scholarship fund. The labor involved is a labor of love.

The entire expense of publication is met by the advertisements, so that every penny of every subscription goes into the Scholarship Fund.

The subscription price is 25 cents a year.

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If you are pleased with the Davis bill, send us a postal-card at once subscribing for THE LEAFLET. If you are not pleased with the Davis bill, send in your subscription just the same. Every penny of every subscription goes into the Scholarship Fund.

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The Latin Leaflet has secured the services of a traveling correspondent, Professor A. Yearoff Seasurface, who is well known within the precincts of his own class-room. Professor Seasurface has gotten a year's leave of absence and is now visiting a series of high schools in New England, where all the good ideas are popularly supposed to come from, for the purpose of seeing how a "dead" language is taught to "dead" students by "dead" teachers. He will send the results of his investigations to THE LEAFLET, and they will be published from time to time. These communications may possibly now and then embody a practical suggestion. But, if so, it will be purely accidental and with no malice pre-

pense. Whether a suggestion is practical or not depends very largely on the point of view of the individual. Our correspondent does not guarantee a single practical suggestion, since practical suggestions are practical only when you like them. Whenever you say this or that is "good sense", you simply mean that it is your "good sense", not necessarily anybody else's.

Little Letters for The Latin Leaflet

From Our Traveling Correspondent

D——, MASS., Sept. —— 1900.

TO THE EDITORS OF THE LEAFLET:—

I arrived in the town of D—— yesterday evening and made my first visit of inspection to the famous —— High School this morning. I desire to place myself in the right light at the start. You have asked me to write to the LEAFLET about "Latin Instruction as you have found it"; but before entering upon the favorable or unfavorable criticism of the work of any recitation or teacher, I beg leave to declare at the outset, first, that in my judgment no work of either class or teacher can be judged fairly in a single hour or, perhaps, in a single day. I recall the case of an indignant friend in the profession, whose work in mathematics on one occasion was judged unfavorably in a twenty-minute inspection, and on another occasion, favorably, in a ten-minute inspection. A snap judgment of a Latin teacher would, of course, be even more farcical. In the second place, the limitations of your observer must be kept constantly in mind. Your correspondent disclaims any expert knowledge in the criticism of the work of . . . If the reader retains these two cautions constantly in his conscience, I feel that I can with greater safety and freedom venture to present what follows.

A visit to this famous school gave me the unusual opportunity of seeing the work of Professor Good E. Nuff, the head of the Latin department. I was most anxious to see the elementary work, but as there was no elementary class on for the first

hour after my arrival, I went into his Vergil class, where I regretted to learn that Vergil was still spelled with an 'i'. This is not a killing matter, of course, but if we follow this method, we are following England's lead; and in following England, we are following that which follows nobody, for England has, until comparatively recently, stubbornly refused to learn anything from the continent. I was certainly pleased with the work of Professor Good E. Nuff, although I entertained some slight differences of opinion on a few matters which came up for discussion, but they were matters concerning which there was large opportunity for such differences. One who thinks there can be but one opinion on all points in Vergil, must be a very dogmatic interpreter of the scriptures, for instance.

The final hour was spent with Mr. I. D. Errs, whose fame had already reached me. Mr. Errs, first went over with the class the next day's lesson, which was to be the passive infinitives. He very properly had them change the paradigm, 'amātus esse' to 'amātum esse'. This has long been insisted upon by Professors Gildersleeve and Lodge, who so give it in their excellent Latin Grammar. The infinitive is by nature so closely wedded to the Accusative as to make their divorcement, undertaken by many of the grammars, nothing less than cruel interference in their family affairs. Mr. Errs also made clear a nice distinction between 'amāri' (to be loved) and 'amandus' (to-be-loved). I was glad as well as comforted to see that Mr. Errs had a hobby. His particular hobby consisted in having his pupils fix in their minds what he calls a Map of the Verb, made after the fashion of the order of the paradigms as given in the grammars. Thus the Map of the Indicative would be as follows:

1 ———	—————	1 ———
2 ———		2 ———
3 ———		3 ———
	—————	
1 ———		1 ———
2 ———		2 ———
3 ———		3 ———
	—————	
1 ———		1 ———
2 ———		2 ———
3 ———		3 ———

1 ———	—————	1 ———
2 ———		2 ———
3 ———		3 ———
	—————	
1 ———		1 ———
2 ———		2 ———
3 ———		3 ———
	—————	
1 ———		1 ———
2 ———		2 ———
3 ———		3 ———

After placing this map-outline on the board, he would call for this, that, or the other form by pointing to the corresponding place on the map. He follows the same plan with the relative pronoun. The idea is, of course, capable of indefinite extension. The method is good if it gets commensurate results, though the good results did not happen to be apparent on this particular day. Later in the recitation I was pleased with one little fellow, who pointed out that the quantity of a certain vowel, as indicated on the board by Mr. Errs, was not in accordance with some rules of quantity which had been given the class. Mr. Errs smiled and replied that he had changed his mind since he had given those rules, and that he had a better set for them. I wondered if it were not a hopeful sign when a teacher can change his mind. I fear so, though I find it an extremely difficult thing to do sometimes. I once heard of a principal, though, who regarded it as fatal for a teacher to change his mind, that is, to make a mistake. As a result he made four changes in his classical teachers in two years, a circumstance which would seem to indicate the high degree of accuracy with which he could change his mind.

I took the following exceptions as the interesting recitation progressed:

1 The instructor consumed considerable time in taking up papers and distributing others. He attempted to carry on the recitation at the same time, but confusion resulted and there was lack of spirit during this procedure.

2 Mr. Errs wrote 'dēdimus' instead of 'dedimus'.

3 In asking for the disposition of a given noun in the Dative, Mr. Errs was commendably dissatisfied with the answer that it was "in the Dative", and insisted on greater definiteness; but he was content with the answer: "Dative of the Indirect Object". All Datives are Indirect Objects, so that no further differentiation was attained by this answer.

A. YEAROFF SEASURFACE.